

IRVINGTON COMMUNITY SCHOOL

2009-2010 Performance Analysis

Core Question 2: Is the organization effective and well-run?

2.1. Is the school in sound fiscal health?	
STANDARD	The school presents significant concerns in no more than <u>one</u> of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor’s Office.

2009-10 Performance: Meets Standard

The Irvington Community School (ICS) has sound staffing and systems for managing the school’s finances and its financial reporting requirements. The school regularly meets its reporting deadlines in a timely and accurate manner.

The Mayor’s Office contracts with an independent accounting firm to complete annual financial performance reviews of each school. Based on a review of ICS’s finances for 2009-10, the Mayor’s Office found that the school achieve a balanced budget with a surplus. Therefore, the school meets standard for this indicator.

2.2. Are the school’s student enrollment, attendance, and retention rates strong?	
STANDARD	The school is consistently fully enrolled. Student attendance and retention rates are generally at or above the school’s agreed-upon target rates.

2009-10 Performance: Approaching Standard

Irvington Community School exceeded its enrollment target for 2009-10. The following chart displays the school’s target enrollment compared with its official fall enrollment, as reported by the IDOE.

Year	Target Enrollment	Fall Enrollment	Percent Below
2009-10	714	719	0%

Source: Official fall enrollment figures from the IDOE. Target enrollment is the maximum capacity from the school’s charter agreement with the Mayor’s Office, submitted by the school.

The 2009-10 the attendance rate at ICS was below the averages of both the county and the state.

	ICS	MC	IN
2009-10 Attendance rate	93.7%	95.70%	95.90%

No targets have been established for student retention rates for ICS. The school retained 82% of the students enrolled in the Fall of 2008. Note: Mayor's Office analysis of Student Residence report submitted to the IDOE and the Mayor's Office by the school. Students in the 8th Grade class excluded from analysis. Enrollment numbers differ from official IDOE enrollment figures due to this exclusion.

Based on the 2009-10 performance, ICS approaches the Mayor's Office standard for this indicator because they met enrollment targets but had an attendance rate lower than that of both the state and county.

2.3. Is the school's Board active and competent in its oversight?	
STANDARD	The Board's membership collectively contributes a broad skill set and fair representation of the community; Board members are knowledgeable about the school; roles and responsibilities of the Board are clearly delineated; Board meetings reflect thoughtful discussion and progress in the consideration of issues; overall, the Board provides consistent and competent stewardship of the school.

2009-10 Performance: **Meets Standard**

The Irvington Community School Board is experienced and provides competent oversight of the school. There is a range of expertise on the Board; members are knowledgeable about the school, its policies, and issues of concern. The roles and responsibilities of the Board and its members are clearly defined.

The Board roster for 2009-10 reveals eight members with a range of expertise. The Mayor's external site visit team noted that the board is knowledgeable about the school, effectively holds the CEO accountable, and effectively delineates roles and responsibilities through position assignments and subcommittee structures. A team of external site visit evaluators contracted by the Mayor's Office noted evidence of the Board's connection with the school and community, citing four of the eight members had served on the board for eight years, four members have or have had a child at the school, and several members work in the neighborhood. In addition, board meetings demonstrate thoughtful discussion and previous board training indicates a clear understanding of funding issues, school performance data, and Open Door Law.

Although ICS's board possesses a range in expertise, the external site team recommended recruiting board members with varying skills and backgrounds, particularly in education. In addition, the external site team noted the board met for only seven of ten scheduled meetings in 2009 as stated in their bylaws, during which three meetings lacked a quorum. However, the school receives meets standard for this performance indicator because of their competent stewardship.

2.4. Is there a high level of parent satisfaction with the school?

STANDARD	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.
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2009-10 Performance: Exceeds Standard

In the spring of each year, researchers administer anonymous surveys to parents of students enrolled at Mayor-sponsored charter schools. In 2009-10, 91% of ICS parents reported overall satisfaction with the school. According to the data, the school exceeds the Mayor's Office standard for performance for this indicator for the 2009-10 academic year.

2.5. Is the school administration strong in its academic and organizational leadership?	
STANDARD	The school's leadership a) has sufficient academic and/or business expertise; b) has been sufficiently stable over time; c) has clearly defined roles and responsibilities among leaders and between leaders and the Board; d) actively engages in a process of continuous improvement which has led to some mid-course corrections.

2009-10 Performance: Approaching Standard

Irvington Community School's administration exhibited sufficient academic and leadership expertise and has demonstrated continuous improvement. However concerns existed with regard to the delineation of roles and responsibilities of leaders.

The school's president and CEO, Chief Financial Officer (CFO), and Lead Teachers collectively demonstrated sufficient academic and business expertise. ICS's leadership had engaged in many mid course corrections to ensure continuous improvement, both financially and academically: The school changed charter authorizers at the end of the 2008-2009 academic year in part to ensure financial stability. The school had implemented behavior referral boards, which function like an IEP case conference, to individualize student behavior issues and decrease school suspensions and expulsions. The school had also implemented RTI and school wide Title I in response to not making AYP in the 2008-2009 academic year.

While the administration was strong in most areas, significant concerns remained in relation to the explanation and delegation of roles and responsibilities. Focus group interviews with various stakeholders revealed some confusion concerning the clarity and effectiveness of the leadership structure. Many staff members were not always clear about the specific roles of the president and CEO in relations to the Lead Teacher and Behavioral Coach. Staff members often reported that they desired more clarity concerning the roles and expectations by the president and CEO. There was much frustration by the Leadership Team, not including the President, about the lack of connection to the Board. The external site team also noted school staff desired a more meaningful relationship with the president and CEO. Lastly, the president and CEO resigned at the conclusion of the 2009-2010 academic year, presenting the school with further challenges in reestablishing their organizational structure. Therefore, ICS was approaching standard for this indicator.

2.6. Is the school meeting its school-specific organizational and management performance goals?	
Meets standard	School has clearly met its school-specific organizational goal.

Not applicable. The Irvington Community School did not have school-specific organizational and management performance goals that were evaluated in 2009-10.